

Implication of Monetization as a Reform Policy on Employees' Commitment: A Case of the Federal Ministry of Education, Abuja Nigeria

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Abstract

This study examined the implication of monetization as a reform policy on the commitment of workers in the Federal Ministry of Education of Nigeria. Both Primary and secondary data were used for the study. The primary data were obtained from structured questionnaires distributed to stratified random sample in the Ministry's headquarters, Abuja. Descriptive statistics, Chi square test and ANOVA were applied to the data. The study showed that monetization as a reform policy carried out during President Obasanjo's Administration has different effect on different categories of staff. Both Junior and senior staff in the ministry responded to monetization benefit with commitment. But there is no significant implication of this reform on the commitment of the management staff category. Government agencies should ensure continuous implementation of inclusive monetization reform with regular review to keep phase with a view to keeping the employees focus on their duties, obligations and responsibilities. Part of the limitations of this investigation is the exclusion of the ministry's field offices, parastatals and agencies under its direct supervision. Future researchers are obliged to extend the study to these operational areas of the ministry.

Keywords: Reforms, Monetization, Education, Administrative policy

1. Introduction

Understanding the relevance of national reform strategy aimed at refocusing workers commitment to work, most especially in the educational service, is an important prerequisite for working out a feasible concept for Nigerian overall development. Upon Nigerian independence, the adopted Nigerianization policy had developed into vast loopholes for wastage of resources, exploitation, undue bureaucracy, mismanagement and corruption, most especially within the period that heralded the current democratic experience in the country. A complicated civil service structure characterized by nonchalant attitude to government assets by employees justifies the introduction of monetization policy as part of the latest and widespread civil service reforms in the year 2003 envisaged to curb wastages. The reform was formulated to address the poor commitment and low productivity in the Nigerian civil service that is identified to be caused by poor pay, skewed reward system with huge expenditure to maintain government properties, monetization policy was designed and targeted on the improvement of workers' commitment, waste minimization, efficiency in resource allocation, accountability in government business and activities. Prior to this reform, it is of importance to mention that series of administrative reforms had taken place in the Nigerian civil service with not less than six major ones in the history of Nigeria since independence in 1960. Notable among these were Morgan reform in 1964, Elwood in 1966, Udoji in 1974, Dotun Phillip in 1988 and Ayida in 1994.

The monetization policy in Nigeria was designed to ensure conversion into cash, the fringe benefits made available to civil servants as part of their conditions of service and remuneration packages. As an instance, chauffeur-driven cars, use of government utilities such as telephone, electricity for personal services, provision of furnished official accommodation, unauthorized journey at government expense and inequity in resource allocation were to be discontinued under the policy (Ayapere, 2015).

Noting that the monetization reform spreads across various units of the federal government functionaries, the role it plays in the educational unit as a government policy is of utmost importance. Education is one of the most important ingredients of human capital development. It is not gain saying that the state of educational level of a country or society is its real state of development. This has recently been proven by the achievement of accelerated growth and development in the Asian continent where Newly Industrialized Countries (NICs) had emerged because of significant investment in education amongst other socio-economic factors (Meir *et al.*, 2004). But educational level will only play a significant role if proper investment, policies and above all right

personnel working in the sector are well motivated to deliver on the expected outcome (Obanya, 2008, Anas, 2018). The personnel or workforce in the ministry of education are the engine for the formulation, execution and evaluation of the policies as well as the utilization of the resources been provided for the attainment of the educational objectives of the nation. Thus, if the workforce is well motivated there is no doubt it would be committed to the mandate, assignments, jobs and responsibilities of the ministry. The level of staff motivation and job satisfaction in an organization, private or public, like the federal ministry of education is fundamentally tantamount to the motivational effectiveness of the organization (McGregor, 1968).

A series of studies have attempted to evaluate the policy on monetization in Nigeria (Nweke, 2012; Okafor, 2014; Ayapere, 2015; Ogunkuade, 2016) but none of these studies have provided appropriate and specific empirical assessment of the reform on workers commitment to duties, most especially in the educational sector of the country. Efforts made by Okafor (2014) was not in isolation with consequence of aggregation bias; Ogunkuade (2016) focus on Nigerian copyright commission, Apayere (2015) did not support the work with qualitative validation of assertions, while Nweke (2012) focus on theoretical review in the public sector of the concept. This study applies both qualitative and quantitative techniques embellished with secondary data to gain insight into the implications of monetization policy on workers in charge of implementation of the country's educational policies and roadmaps.

2. Literature Review

2.1 *Civil service reforms in Nigeria*

In the post independent Nigeria, several commissions were set up to reposition the civil service. Some of the commissions are (i) The Morgan Commission of 1964; (ii) The Elwood Grading Team of 1966; (iii) The Wey Panel of 1968; (iv) The Adebo Commission of 1971 (v) The Udoji Commission of 1972 (vi) The Dotun Phillips Review Panel of 1988; (vii) The Ayida Review Panel of 1994; (viii) The President Olusegun Obasanjo Reforms of 2003; and (ix) The President Umar Musa Yar'Adua of 2009. However, the previous commissions or reforms that are of strategic importance to this study are; the Udoji Commission of 1972-74 during the regime of Yakubu Gowon and President Ibrahim Babangida Civil Service Re-organization of 1988. These two reforms with the President Olusegun Obasanjo Reforms of 2003-2007 had delved deep into the operations, scope, style, structure of bureaucracy and recommended major reorganization which were aimed at removing or drastically reducing cost of governance, corruption at all levels, removing mediocrity, redundancy, inefficiency, red-tape, wastefulness, inflexibility, excessive departmentalism, insularity and structural deficiencies and other problems that had been militating effective performance of the civil service (Oloapa, 2007; Adegoroye and Oladejo, 2012).

The Udoji Commission of 1972-74 was set up to ensure the development and optimum utilization of manpower for the increase in the efficiency and effectiveness of the public service in meeting the challenges of a society that is development oriented. The Udoji Commission reviewed the civil service with a view to giving it a concrete foundation upon which it would build and meet the challenges of the 1970's and beyond. The Udoji reforms suffered the serious bane of implementation. This was one post-independence reform which if it was sustained with committed implementation experts believe it could have taken the Nigerian public service to great heights. The Dotun Review Panel of 1988 focused its reform on lofty ideals of efficiency, professionalism, accountability, career making and checks and balances. Its implementation equally left much to be desired. In fact, the harm done during the reform's implementation was so much and so deep that it would take time, patience and determination to restore the lost glory of the service (Ayida, in Ajulo, 1996). Government set up the Ayida Review Panel (1994) to amongst others, re-examine the 1988 reform. The report of the panel was highly and constructively critical of the 1988 reforms. It reserved most of the reforms of 1988 (FRN, 1995). The review panel identified various factors that had led to low morale in the civil service and made recommendations to raise the morale of staff and give them the sense of security. The panel equally observed that workers' pay did not reflect the cost of living at all and the gap between the public and private sectors' pay was wide as 300 to 500 percent, in favor of the latter, the private sector. The panel recommended that the total emoluments of civil servants be substantially reviewed upwards and adjusted annually to reflect the general price movement with a view to discouraging corruption and its tendency. The Ayida Review Panel led to the repealing of degree No.43 and to a comprehensive overhaul of the civil service. It also depoliticized the civil service. The post of Permanent Secretary as well as Head of the civil service was returned. The former is now the Chief accounting officer in the ministry, while the secretary to the government was to act as the Head of the civil service (Salisu, 2001).

2.2 Monetization of Fringe Benefits

Nigeria had faced severe socio-political and economic problems, as well as high cost of governance at the inception of democratic governance in 1999. At the end of 2001, it was found out that greater percentage of public sector expenditure went to overhead costs and that the cost of running government at all levels was gulping a disproportionate amount of government revenue (PSRCR 2015). The revelation showed that it cost government a lot of funds to construct, purchase, or rent residential accommodation for the public office holders and civil servants. Furthermore, large amounts of resources were occasionally spent on renovation, maintenance, and furnishing of these residential accommodations as well as on the purchase, fueling, and maintenance of official vehicles for public servants. Consequently, residential accommodations, transport, furniture, medical, utility, domestic servants, leave grant, meal subsidy, fueling and maintenance of vehicles to mention a few were monetized (Anas, 2018).

The monetization policy blocked many avenues of leakage/waste of government resources. For example, it was not unusual in the past for officers to appropriate to themselves vehicles more than their official entitlement (Anas, 2018). The vehicles were fueled at a huge cost to government to run endless errands which were not even remotely connected to the business of government. In some other instances, it was not uncommon to spend huge sums of money to furnish the official quarters of some officers annually. Besides, telephone lines were often misused for non-official transactions while government picked up the bills. The list was endless but the avenues for perpetrating these abuses have now been removed with the introduction of this policy. A culture of judicious management and maintenance of government assets has therefore evolved in the public service (Ayapere, 2015).

To reduce the pressure on public resources arising from government involvement in the physical provision of fringe benefits for public officers, government introduced the monetization policy. As found in the public service reforms, comprehensive review document (2015), the overriding aim was to cut the cost of governance and entrench efficiency in the allocation of resources to meet up with the growing demand for capital and socio-economic development of Nigeria (PSRCR,2015). The objectives of the monetization policy were amongst others to:

- (i) Reduce the high cost of governance.
- (ii) Make public servants adopt a more productive approach to public property.
- (iii) Enable government to get the true picture of what it costs to maintain a political office holder or public servant in office and, therefore, lead to a more realistic budgeting and budget implementation.
- (iv) Provide the most transparent avenue for disbursement of remuneration and fringe benefits from employers to employees.
- (v) Curb the excesses of public officers.
- (vi) Correct the wrong public perception of government utilities (such as telephones, electricity, etc.) as limitless resources which hitherto were used without caution.
- (vii) Ensure equity in the allocation of scarce resources.
- (viii) Encourage public officers to own their assets in form of vehicles, houses, and furniture and thereby assist them to plan before their retirement.
- (ix) Enable public servants to plan for a more comfortable post-service life.
- (x) Encourage increased productivity because of enhanced pay (Anas, 2018).

2.3 Theoretical and conceptual frameworks

2.3.1 Theories of motivation

One of the widely accepted theories of motivation is the work of Abraham Maslow (1943), the hierarchy of needs. He ranked human needs in ascending order from the lowest to the highest needs. In his theory, we can deduce that human needs are continuous and that the satisfaction of one need leads to another higher need in the hierarchical level. These needs are in order of importance such that lower needs must be satisfied before the needs at immediate higher level of hierarchy. Maslow identified five categories or classifications of needs; self-actualization, ego, status and esteem, social and belongingness, safety and security, and physiological as the beginning in the rank of needs. The hierarchy of need is often represented in literature as a pyramid, yet within his writing, Maslow did not use this representation. Wahba and Bridwell (1976) carried out an in-depth review of the hierarchy which concluded that the evidence for the hierarchical order of the needs proposed by Maslow is sparse. Whilst acknowledging that human beings do have needs to be met, the existence of a rigid order of needs for every individual is questioned. Hofstede (1984) built upon this premise, asserting that the hierarchy was

steeped in ethnocentricity and based upon a Western ideology. Hofstede (1984) goes on to state that the HON alone does not account for differences in the cultural needs of societies and their unique social and intellectual needs.

Hofstede (1984) uses the example of collectivist and individualistic societies to illustrate his assertion, stating that the needs of individualistic societies reflect the needs for self-actualization and self-fulfillment, whereas a collectivist society is focused upon the community and acceptance and belonging within this structure. The position of sex within the HON has also come under criticism as it is categorized alongside breathing and food. Hofstede (1984) asserts that bracketing sex in this category forms an individualistic perspective that does not acknowledge the emotional and psychological impacts that this has upon an individual. Cianci and Gambrel (2003) have criticized the hierarchy as too simplistic and suggest that it does not account for societal needs at a time, such as recession and war. Also, studies such as those by Tay and Diener (2011) have demonstrated that the ranking of needs varies with age and does not appear to be the same across all age groups.

Herzberg (1959) identified two independent work motivators as extrinsic and intrinsic factors. His findings were the outcome of a research work carried out amongst engineers and accountants within a cross-section of Pittsburgh Industries. The extrinsic factors also referred to by Herzberg research group as hygiene factors or dissatisfying. On the other hand, the motivators or satisfiers are those relating to the needs for achievement, responsibility, recognition, work, and opportunity for advancement. Herzberg developed further his hygiene-motivator theory to find out how best to motivate workers. In the interview he conducted, it was discovered from the responses of workers that the periods they felt good on their jobs are related to such things as achievement, recognition, responsibility and work. And as for the time they felt bad, they pointed to working conditions, mode of supervision, peer-relations and company policy.

Vroom's expectancy theory opined that recognition is placed more on the degree of individual's feelings in practically attaining or accomplishing the laid down targets through the influence of motivation. With regards to the role of transformational leadership in motivation, employees are automatically inspired to achieve organizational goals beyond the setout frontiers due to the expectations of the leaders on the employees and indeed the belief of the leaders that employees can achieve even greater goals. Some of the incentive schemes that could jerk up workers' productivity level are workers' participation in decision making, regular promotion and trainings. Others include technological advancement and creativity of staff when effectively combined with other factors of production, equipment and environment, merit award, transportation as well as salaries (Jason, 2004).

Motivation of employees is a prerequisite for any organization to achieve its objectives and greatness. In the public service, however, due to the dearth of the required number of competent personnel, appropriate policy guidelines and infrastructural facilities, it is difficult, if not impossible, to motivate employees adequately in the civil service due to the dynamics of human needs are. But it is imperative to motivate the existing staff with a view to achieving the primary aims and objectives of government. As such, certain facilities and incentives must be provided to energize the commitment of the staff to satisfactorily perform their assigned jobs (Stajkovic and Luthans, 2001).

Motivation is employed on regular basis. The fact that motivation is employed regularly shows its importance in achieving higher productivity among workers. It was also observed that its level of reliability and relevance towards productivity cannot be over-emphasized. Furthermore, its usefulness in sustaining the efficiency and effectiveness of workers in the organization further reveals its indispensability. The symptoms of poor motivation include: Higher than the usual absenteeism, moonlighting, labour turnover, job dissatisfaction, low morale, poor quality of work and higher spoilage rates, reduced productivity, deterioration of general attitude to work such as lack of cooperation, obstructive attitudes even declining standards of dressing and general conduct and numerous incidences of industrial disputes, strikes and stoppages (Abbass, 2012).

3.0 Methodology

Mixed research design method was adopted for the study. This involves a quan+ dominant method approach. The data were sourced from both primary and secondary sources. The secondary data were sourced from documentary, textual and library sources. The latter enabled the researcher to generate baseline information (from secondary sources) about the research, whereas the former offered the opportunity of weighing the

documented evidence against the views, opinions, and perceptions of the chosen sample of the study. Primary data were collected from sampled employees across the three main categories of junior, senior and the management staff of the ministry to gather appropriate information on both quantitative and qualitative information that are directly related to the reforms policy and staff motivation in the Ministry of Education of Nigeria.

Structured questionnaire was used to collect primary data for this study. The questionnaire, which is the primary instrument used, was structured into seven main parts or subsections. The first sub section covers information on demographic characteristics of the respondents. The second focused on civil service reforms, monetization and general staff motivation in the Federal Ministry of Education. Other parts of the instrument were structured to provide information on the reforms with regards to job performance, job security, the issue of staff training and development programs in relation to competencies of employees. The fifth sub section solicited responses on the aspect of new pension (contributory) scheme and retirement benefits among the civil servants. The last sub section was structured to focus on the issue of whether the national health insurance scheme has really provided job satisfaction in the civil service.

The structured items are made up of multiple-choice questions and rank-ordered statements patterned along the Likert scale method of five points (strongly agree=5, agree=4, undecided=3, not agree = 2, strongly not agree = 1). The respondents were required to tick/choose only one option from the alternatives. The unstructured items are mostly follow-up questions meant to clarify the responses of the respondents. The qualitative section was designed to obtain information through interview guide. Interview is a data-gathering method that involves interaction, or dialogue either in a face-to-face interpersonal setting or through machine-assisted discussion between the interviewer who poses the questions and the interviewee(s) who provides the answers. Heads of departments in the Federal Ministry of Education, Abuja were interviewed as part of data gathering exercise. The interview schedule for this study contains semi-structured questions (open-ended) designed to elicit reaction on issues relating to the subject matter of this research work.

Sets of questionnaires were administered to employees- junior, senior and management through self and trained two research assistants. The questionnaires were distributed based on the proportion to their population. To ensure maximum return for the questionnaire distributed to the respondents, the researcher ensures one to one distribution and retrieval of the questionnaire after completion by the respondents within fifteen working days. Sometimes with revisit to the respondents and retrieval of the questionnaire on a later date as agreed between 3rd and 25th September 2015. The target population of this study was made up of the entire civil servants in the federal Ministry of education in the Nigerian civil service. At the time of the study, the staff population of the Federal Ministry of Education (excluding agencies/parastatals) headquarters, Abuja, was 1,883 in numbers (FME, 2015). Multi stage sampling technique was adopted in this study. The technique involves sampling in successive stages such that at each stage selection is made using known probability sampling methods (Biereenu-Nnabugwu, 2006). In the first stage, stratified sampling technique of disproportional type was adopted to categorize employees into junior, senior and management staff, respectively. The use of disproportional sampling was to account for differences in numerical strength of employees across different and each stratum. Since the target population of the study is relatively large, there is a need to estimate appropriate sample size that will be representative of the entire population. Based on the scope of this study and the empirical focus needed to achieve the study objectives, Taro-Yamane (1962) formula was considered and consequently applied to determine the appropriate sample size. A total of 674 sample sizes were obtained (Table 1) using the formula specified as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size (to be determined), N = population (known), e = level of statistical significance

Table 1: Sampling and Sample sizes for the study

	Staff Category	Sampling	Total
1	Junior staff	$n = \frac{428}{1 + 428(0.05)^2}$	207
2	Senior Staff	$n = \frac{1160}{1 + 1160(0.05)^2}$	297
3	Management Staff	$n = \frac{295}{1 + 295(0.05)^2}$	170

Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean, frequency counts and percentages were used. Also, Cross tabulation, with Chi square test was carried out using Statistical package for Social Sciences (SPSS) v25.

4.0 Results

4.1 Demographic characteristics of respondents

The characteristics of respondents are presented in Table 2. There is higher percentage of male (56.7%) relative to female (43.3%) females. This reflects relative male dominance in the Federal Ministry of Education, Abuja. Also, only 22.3 per cent of the respondents are single, but majority (77.2%) were married. The marital status is an indication of number of dependents an individual might cater for and a married person is culturally considered to be more responsible. The result suggests that most of the civil service employees in the Ministry of Education have marital responsibilities to carry which could have negative or positive effect on their level of commitment at work. The descriptive statistics show that the respondents are literate with 11.8% holding Ordinary National Diploma (OND) and O/Level certificates; 6.3% are National Certificate of Education (NCE) holders, while 22.8% hold Higher National Diploma (HND) certificates. The Bachelor's Degree holders among the employees were 55.1%. These results reflect high level of educated employees in the Federal Ministry of Education even among the junior staff. The years of working experience of the employees vary; 25.2% of the respondents have between 03-09 years of experience, 36.2% are in the range of 10 - 19 years, 25.2% have spent between 20 and 29 years as employees, while 13.4% have 30 and above years of experience as employees in the civil service. This result of descriptive statistics shows the ability and capability of the respondents to provide relevant information on monetization as part of civil service reforms during the period under study and its effects on their level of motivation.

Test of Hypothesis

H₀: Monetization policy has not significantly improved employees' commitment to duty in the federal ministry of education, Abuja.

H₁: Monetization policy has significantly improved employees' commitment to duty that begets productivity in the Federal Ministry of Education, Abuja.

The result of the hypothesis tested is presented in Table 3. The results ($\chi (9) = 19.890, p = .034$) showed that punctuality, as an aspect of commitment to duty among employees can be attributed to satisfactory consolidated monetary reform. Across different categories of staff monetization reform has different effect (Table 4). The findings prove that motivation remains a complex and compound process without a single or unified motivator for all employees. The results showed that both junior and senior staff responded to monetization benefit with punctuality and reduced absenteeism, there is no significant difference ($p > 0.05$) between monetization reform and punctuality among management staff. The results confirmed the role of pay increase to motivation in raising and boosting morale of employees, leading to reduced absenteeism at work. This has further confirmed the impact of pay as compensation to workers in Nigeria (Ejiorfor, 1987).

Table 2: Demographic distribution of respondents

Variables	Categories	Freq	Percentage (%)
Gender of Respondents	Male	324	56.7
	Female	248	43.3
Marital Status	Single	126	22.8
	Married	446	77.2
Qualifications of the Respondents	O/L & OND	66	11.8
	NCE	36	6.3
	HND	130	22.8
	B. Degrees	315	55.1
	Masters	25	3.9
Years of Working Experience	03-09	144	25.2
	10-19	207	36.2
	20-29	144	25.2
	30-35	77	13.4

Source: Field Survey, September 2015

Table 3: Chi-Square Tests of monetization reform and workers' punctuality

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.890 ^a	9	.034
Likelihood Ratio	17.402	9	.020
Linear-by-Linear Association	.069	1	.373
N of Valid Cases	572		

Source: Data Analysis, September, 2015

Table 4: Chi-Square Tests of Monetization reform and different workers' punctuality

	Value	Df	Asymp. Sig. (2-sided)
Junior	23.980	9	0.000
Senior	59.746	9	0.000
Management	11.500	9	.868

Source: Data Analysis, September 2015

To further determine whether monetization as aspect of the reform has improved workers' commitment, especially punctuality in the FME and reduces absenteeism, another means through ANOVA process was carried out, followed by Tukey post-hoc test. The results (Table 5) show that the inclusion of housing allowance in the consolidated fringe benefits called monetization has significantly ($F = 29.616$, $p < 0.05$) improved workers' punctuality in the Federal Ministry of Education, Abuja. This finding supports the Chi-Square outcome and the qualitative response provided by one of the heads of administrative unit in the ministry:

...the inclusion of housing allowance in the consolidated pay of civil servants is good. It promotes staff performance. It is ok (sic) because you are sure the housing allowances will be paid promptly. It also reduces the incidence of corruption and enhanced commitment of staff...

The result highlights the importance of monetary reward to motivating employees. A well-motivated employee often becomes more engaged, show commitment to duties and reduce absenteeism from work as well as placing priority to job attendance with punctuality at work. The civil service, being a body responsible for implementation of government policies needs to pay attention to timing in project and policy execution which is only possible through punctuality to work with the aim of covering more grounds within shortest period.

Table 5: Monetization reforms and workers' punctuality

	Weighted mean	F	Sig
Monetization*punctuality	4.23 ^a	29.616	0.000**

^a the mean difference (Tukey HSD) is significant at 5% level

The monetization policy has direct implication for workers commitment to implementing educational policy of the government. The findings of the study prove wrong theoretical assertions by previous study that government reforms, largely due to poor implementation has no link to workers positive reaction. The policy document of the FME reflects increase or improvement in the levels of policy implementation. A good and functional policy in any sector including education, as it is the case in this study, should determine the quality and effectiveness of human capital development. Based on the secondary data obtained from the FME, result of analysis of the education sector performance in terms of access, quality and equity in relation to the reforms between 2004 and 2015 is presented. This could be attributed to sustained level of motivation of the employees. The reform started with the development of the Four-Year Strategic Plan. The Plan drew richly from existing plan documents in the education sector. These documents include the Roadmap for the Nigerian Education Sector, the One-Year Strategy for the Development of the Education Sector, May 2010-April 2011, and the Report of the Presidential Task Team on Education. In addition, views of individuals and groups within the Nigerian education sector were harnessed and embedded in the Plan. There are six strategic intervention areas the plan seeks to focus on, as follows: -strengthening institutional management of education; enhancing access and standard and quality assurance; improving the quality of education; teacher education and development; technical and vocational education and training; funding, partnerships, and resource mobilization and promoting global support for the Nigerian education.

Regarding access, which is the provision of space in educational institutions to absorb and accommodate candidates with requisite minimum entry requirements. The reform in the educational sector concentrated on expanding access to all levels of education, as well as raising the quality of education. There was also need for a massive transformation of the technical and vocational education to ensure the development of skills that match jobs and developing more entrepreneurs. As a direct result of the reform policy, enrolments into both primary and junior secondary schools have significantly increased. For instance, primary school enrolment increased from 18,234,323 in 2010 to 21,947,513 in 2012, representing an increase of 20.4%. Enrolment into junior secondary school also increased from 5,010,227 in 2010 to 6,210,956 in 2012, representing about 23.9%. Indeed, with the handing over of Almajiri schools, the increase in enrolments in 2013 was significantly higher. In 2012 alone, enrolment into primary school increased to 91% across the country.

Recognizing the need for greater access to university education, the federal government has established 12 new universities, nine of which are established in the Northern States within a period of four years. Each of these universities is to emphasize specialties in areas relevant to the needs of the region or state in which it is situated. By this policy, all the 36 states of the Federation now have at least one federal university, thereby increasing the carrying capacity of tertiary institutions to increase significantly from about 323,527 in 2010 to more than 500,000 in 2011. The strategic plan is an attempt to tackle the challenges preventing the Nigerian Education System from playing its key national development role. It clearly articulates the activities targeted towards addressing specific challenges during the four-year period (2009-2013). The government's policy was targeted at getting 10.6million out-of-school Children into schools and improving the quality and access to education at all levels.

Another manifestation in the improvement of the education quality within this investigation period was students' performance in Senior Certificate Examination (SSCE) and NECO that witnessed steady improvements during the period. For instance, the percentage of candidates with five credits and above in WAEC increased from 23% in 2010 to 39% in 2012 (Education Digest, 2014). In NECO, the increase was from 9.36% in 2010 to 31.58% in

2012 (Education Digest, 2014). In terms of teacher qualification, 91% of junior secondary school teachers and 73% of primary school teachers obtained their respective professional qualifications (PSR CR, 2015).

Based on the information provided by the Education Digest (2016), to enhance teacher education and development, the following policy initiatives were adopted under this strategic intervention area:

1. Revision of framework for curriculum implementation for NCE-awarding institutions.
2. Development of curriculum framework for restructuring teacher education program.
3. Development of framework for academic guidelines for two-year degree program in colleges of education.
4. Development of professional standards for Nigerian teachers.
5. Development of national benchmarks for post-graduate diplomas in education.
6. Enhancement of opportunities for teacher professional development Technical and Vocational Education and Training.

To implement the above policy thrust, strategies and initiatives there is the desired need for well-motivated workforce in the ministry. Apparently, due to increase in the level of motivation of the staff, occasioned by the reforms, various federal government policies and programs were successfully carried out and implemented within this period. As earlier indicated, more educational institutions were established by government and other stakeholders in partnership with the government. This result aligns with the findings from primary data analysis which reveals more commitment of employees to work in the ministry as a result of monetization as an aspect of the administrative reforms carried out by the Obasanjo Administration.

The number of primary and secondary schools increased from 60,188 in 2005 to 96,286 in 2015. The number of secondary schools in the country was doubled from 21,518 as at 2005 to 42,168 at 2015. As at 2005, there were only 59 Universities, by 2015, the number increases to 147. This is a great increase towards access and equity established by individuals and corporate organizations. For quality, government had a policy that the minimum qualification for teachers to teach at the lower level (Primary) basic schools is NCE and lecturers at the tertiary level must have PhD.

Table 6: Policy Indicators, Achievements and Outcomes Due to Increased Motivation

		Number of Schools					
S/N	Level	2005	2007	2009	2011	2013	2015
1	Primary	60,188	84,003	88,039	92,084	92,251	96,286
2	Junior Secondary	10,615	16,238	19,244	21,784	31,924	24,429
3	Senior Secondary	10,913	14,412	14,994	21,784	31,924	17,739
4	Universities	59	83	101	117	129	147
5	Polytechnics	57	51	53	55	83	88
6	Colleges of Education	72	89	89	92	123	129

Source: FME, Education Planning and Development Department, 2012-2013/2014-2015.

5.0 Conclusion

The outcome of this investigation indicates that monetization has different effect on different categories of staff at the Federal Ministry of Education. While both junior and senior staff responded to monetization benefit with punctuality and reduced absenteeism as aspects of employee's commitment to duty, there is no significant difference between monetization reform and punctuality among the management staff. It however reveals that motivation is a very factor in the process of bringing the best of people. Motivation of employees is a prerequisite for any organization to achieve its objectives and greatness.

Arising from this research it was clear that monetization did not play significant role on attracting or unleashing commitment from all categories of employees in the federal ministry of education, especially the management staff. In this regard, subsequent reform policies need to consider how each policy would serve a specific category of civil servants in view of their position, experience, role and aspiration. The Maslow hierarchy of needs has

important role to play. What could serve as motivation to the top echelon of the service could be clearly be different from those at the middle and lower levels of the staffing.

A continuous investigation on how the service could be more responsive to the needs and aspiration of the civil servants should be very paramount to the government. General awareness needs to be created and sustained on the role of the civil service in the sustenance of democratic governance and the significant of reforms policies. Most civil servants do not understand the importance of reforms for the transformation of the civil service after very long years of military rule in the country. Government as employer of labour should always consider it important to provide the conducive work environment where her employees would have the job satisfaction, the feeling of recognition and sense commitment to the execution of policies and programs. Some of the incentive schemes that could jerk up workers' productivity level are workers' engagement, participation in decision making, regular promotion and trainings. Others include technological advancement, recognition of staff creativity when effectively combined with other factors of production, equipment and environment, merit award, transportation as well as salaries package that has economic meaning.

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